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ABSTRACT

The Nebraska Assessment Battery of Essential Learning Skills (N-ABELS) is a goal-oriented instrument with an evaluation component providing a basis for determining acquisition of twelve skills defined as learning goals. Each goal is stated in terms of an acceptable performance standard which clearly describes what the student must do. The skills included are reading (decoding an oral passage); writing from dictation (encoding); spelling; mathematics, including basic computation with whole numbers and decimal fractions; map reading; and three information retrieval skills involving the dictionary, encyclopedia, and card catalog. There is no relationship between skill mastery and grade level, but most skills should have been introduced by grade 5. Mastery is defined as errorless performance; therefore N-ABELS differs from standardized achievement tests since the latter are norm referenced to scores of other students at the same grade or age. Although N-ABELS is a marked departure from most school testing programs, it is easily understood by the public. An accountability base is thereby established. The administrative manual identifies the criteria for the selection of N-ABELS skills and the assumptions underlying the battery. General directions for administering including ordering, preparing students and parents, determining mastery, and modifying for special students or local needs. Each skill section has its own directions for administering and determining mastery, sample exercises, and answer key. Concluding the manual is the 2,000-word N-ABELS Vocabulary, a consolidation of six standard vocabulary lists. The N-ABELS Vocabulary forms the basis of the reading, writing, and spelling exercises. A grade level list shows the level at which the words are first introduced in elementary school textbooks. (Author/CP)

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NEBRASKA— ASSESSMENT BATTERY OF ESSENTIAL LEARNING SKILLS

N-ABELS

ADMINISTRATIVE MANUAL

TM007 846

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N-ABELS

Nebraska–Assessment Battery of Essential Learning Skills

ADMINISTRATIVE MANUAL

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FOREWORD

Throughout the United States, there has been a resurgent emphasis upon the importance of students learning the basic skills. Nebraskans, too, recognize the importance of certain essential skills in a student's education and desire that their schools make every reasonable effort to help students acquire those skills. The Nebraska Assessment Battery of Essential Learning Skills (N-ABELS), pronounced "enables," has been developed to aid schools in this important task.

The Nebraska Department of Education is very pleased to make the N-ABELS materials available to Nebraska schools. Schools, students, and parents, working together on this test, will discover a sense of pride and assurance in the knowledge that each student has, indeed, gained the skills essential for independent learning.

A great deal of careful study has gone into the development of N-ABELS. While it is anticipated that there will be general agreement in most communities that each of the skills included in the test is an essential one, modifications may be made to meet the needs of differing localities. In fact, future revisions and additions to the test are anticipated as school communities contribute new ideas and helpful suggestions.

The Department of Education hopes that the N-ABELS test, one which is considerably different from testing programs now available, will fill a vital need for Nebraska schools, will serve as a uniform standard for educational literacy and will pave the way for all students to experience greater success in learning.

ANNE CAMPBELL
Commissioner of Education

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PURPOSE OF N–ABELS

There is wide agreement on the importance of basic skills. A statewide educational needs assessment conducted by the Nebraska State Department of Education in 1970 – 71 revealed that the public places high priority on the acquisition of basic skills, and further, believes that teaching the basic skills is a primary responsibility of the schools. The following statement was adopted by the Nebraska State Board of Education in October 1972, and, in September 1976, was included in the State Board Policy Manual:

> *"We believe that the basic skills–reading, mathematics, ability to communicate in writing, spelling, language arts–are necessary to effective learning and collectively necessary to the survival of our society. Consequently, such programs should be maintained in all schools that will afford essential skills in those areas for all students to the limit of their potential."*

In May, 1977, the Nebraska State Board of Education approved a motion recommending that Nebraska schools place greater emphasis on the basics, and also reaffirmed provisions relating to instruction and assessment of basic skills as included in the approval standards for legal operation of Nebraska schools. Local school boards, too, have taken stands in support of basic skills.

Student acquisition of basic skills has become a topic of major concern throughout the nation. A number of states have passed legislative or State Board mandates establishing some type of acceptable performance requirements in basic skills. Such actions reflect the growing public concern for assurance that the basic skills are being adequately taught and effectively learned.

While there is common agreement that basic skills are important, there is little agreement concerning what constitutes a basic skill. If schools are to provide assurance that students have acquired certain skills, they must have (1) an acceptable definition of those particular skills, and (2) a method to check skill acquisition so that, as needed, teachers can assist students in acquiring the designated skills. The Nebraska Assessment Battery of Essential Learning Skills (N–ABELS) has been developed to help fill this need in Nebraska schools. N–ABELS identifies certain skills that are considered essential to continued success in school and categorizes them as "essential learning skills."

It may be helpful to note the distinction among "essential learning skills" and "basic skills" as well as another common term known as "life coping skills." Generally "life coping skills" refers to the broad and inclusive array of applied skills such as balancing a checkbook and completing a job application. The term "basic skills" would usually connote a narrower collection of school skills, while the term "essential skills" identifies a subset of the "basic skills" which are fundamental to continued learning. Essential learning skills are the tools of learning necessary for successful acquisition of competencies in the broader skill areas.

N–ABELS provides a precise, practical, understandable and generally accepted definition of certain essential learning skills. It also provides a method for checking student acquisition of those skills in the context of the regular instructional program of the school. The definition and methods of assessment are described so that students, teachers, and parents, may know the exact performance requirements for mastery of a skill.

The N–ABELS program provides an accountability model that serves to assure parents and the community as a whole that schools are indeed intent on teaching certain basic skills to their students. Through the use of N–ABELS, schools can demonstrate positively that students have gained those skills that parents consider of prime importance. It has also been demonstrated that students themselves feel much pride and satisfaction in the knowledge that they have mastered these designated skills. The N–ABELS program encourages success –– for students, schools, and communities.

DESCRIPTION OF N–ABELS

Essential Skill Areas

The Nebraska Assessment Battery of Essential Learning Skills (N–ABELS) identifies, precisely defines, and establishes performance standards for mastery of twelve specific essential skills in the areas of reading, writing, mathematics, and reference usage. The definition of each skill is written as a learning goal. Therefore, throughout N–ABELS the terms "skill definition" and "learning goal" are synonymous and may be used interchangeably. Test exercises are provided to determine if the student has mastered each identified essential skill. Each skill section in this Administrative Manual includes an exact definition of the skill and specific directions for assessing mastery of the skill. The following skills are included in N–ABELS.

1. **The essential reading skill** requires the student to demonstrate ability to translate printed symbols into speech by reading aloud a narrative selection of approximately 100 words constructed from the Nebraska–Assessment Battery of Essential Learning Skills 2000 Word Reading Vocabulary List.

2. **The essential writing skill** requires the student to demonstrate the ability to write legibly, spell correctly, and punctuate appropriately from dictation a 100 word selection constructed from the Nebraska–Assessment Battery of Essential Learning Skills 1000 Word Writing Vocabulary (the first 1000 words of the 2000 word reading vocabulary list).

3. **The essential spelling skill** requires the student to spell correctly 20 words randomly selected from 250 of the more difficult words in the N–ABELS 1000 Word Writing Vocabulary.

4. **Essential mathematics skill 1** requires the student to read and write positive rational numerals through millions.

5. **Essential mathematics skill 2** requires the student to associate a given positive rational number using decimal, percent, and fractional notations for halves, thirds, fourths, fifths, eighths, and tenths.

6. **Essential mathematics skill 3** requires the student to know the basic facts for addition.

7. **Essential mathematics skill 4** requires the student to know the basic facts for multiplication.

8. **Essential mathematics skill 5** requires the student to use the standard operations of addition, subtraction, multiplication, and division for whole numbers and decimal fractions.

9. **Essential reference skill 1** requires the student to use alphabetical order to locate words in the dictionary.

10. **Essential reference skill 2** requires the student to use alphabetical order to locate a topic in the encyclopedia and to locate a cross reference for the same topic.

11. **Essential reference skill 3** requires the student to use the card catalog and classification system to locate material by subject entry in the media center.

12. **Essential reference skill 4** requires the student to use the current Official Highway Map of Nebraska (prepared by the Department of Roads) to answer questions about cardinal directions, physical and political features and to estimate distance using the map scale.

Criteria for the Selection of N–ABELS Skills

The task of identifying and categorizing the components of a specific assessment program requires some type of guidelines or criteria. This is especially important in the identification of skills that are considered essential for all students. While other skills might be identified that would be considered by some persons as essential to learning, only skills meeting a predetermined set of criteria are included in the N–ABELS battery. For the purposes of the Nebraska Assessment Battery of Essential Learning Skills, essential skills are defined as those that meet all of the following criteria:

1. Skills for which the school assumes the primary instructional responsibility.

2. Skills which are necessary for independence in learning.

3. Skills which engender wide public agreement concerning their importance.

4. Skills which are commonly introduced in the elementary school.

5. Skills which can be assessed by readily demonstrable student performance.

6. Skills which can be assessed without prescribing teaching methodology.

Key Concepts in N–ABELS

N–ABELS is based upon and incorporates the concepts stated and explained in the paragraphs below. An understanding of these concepts is very important in effectively utilizing N–ABELS.

1. **Certain identifiable skills are essential to continued success in school.** Careful analysis of the academic curriculum will reveal that certain skills serve as a learning foundation and have continued importance as students progress toward higher levels of learning. Without competence in these skills, the student is likely to be handicapped in further academic work. N–ABELS defines skills which students are expected, even frequently assumed, to know. Students who do not gain the skills as they progress through school will experience increasing frustration and will be disadvantaged in further performance of learning activities and assignments.

2. **Skills that are essential should be clearly identified and described so that students can work toward the attainment of them.** The teacher and the student should know exactly what must be practiced and learned in order to successfully perform an essential skill. Therefore, in N–ABELS, the skill description provides in finite terms the complete testing domain or set of operations the student must know to demonstrate mastery of each skill. As a result, teachers can develop instructional activities to assist the student in acquiring the skill.

3. **An assessment of essential skills should be goal oriented rather than norm referenced.** A goal oriented assessment instrument is one which shows, upon completion of the assessment, whether or not the student has learned the specified goal, whereas a norm–referenced assessment instrument reports a score which compares the student's degree of knowledge with that of other students at the same grade or age. Based on this, a fundmental distinction can be made between N–ABELS and standardized achievement tests. Achievement tests are typically norm–referenced and therefore report a student's score in comparison with an average number of errors made by a peer group rather than on the basis of goals or skills accomplished individually. While the standardized achievement test may be useful in helping the school evaluate its total curriculum against the test maker's curriculum, it does not indicate specific skills a student has acquired. N–ABELS does provide that information for each student, so that teachers can continue to provide instruction for those skills the student has not yet acquired.

4. **Knowledge of essential skills should be assessed through student performance of the exact skills.** Based on this concept, each N–ABELS exercise consists of items which are bonafide applications of the defined skill or operation being checked. Therefore, the student performance readily assesses knowledge of the skill.

This type of assessment necessarily requires that students possess related skills in the areas of listening and concentration, in the ability to hold and use a pencil and in the ability to follow limited directions. While the assessment of such skills is not the primary intent of N–ABELS, the possession of these skills is also desirable, and their assessment is an added benefit.

5. **Skills that are essential must be mastered.** Schools frequently use tests that report student knowledge of a skill with a percentage score, usually requiring the student to complete 70 or 80 percent of the test items correctly for passing. Such a level of accuracy cannot be considered sufficient for a skill that is essential to the student. For example, it is not acceptable for a student to know 70 percent of the basic multiplication facts. Successful and efficient performance in mathematics requires that the student know all the multiplication facts. In N–ABELS, "mastery" is defined as errorless performance. The student is expected to demonstrate knowledge of the total skill as defined. Once a skill has been so precisely defined and limited it is reasonable to expect a student to demonstrate mastery. The concept of mastery should only be associated with skills that are unquestionably essential to the student. A lesser standard is adequate for most general knowledge which contributes to the student's total educational growth.

   Though mastery is a concept not commonly used in schools, it is recognized as necessary for the performance of certain tasks outside of schools, (e.g. the computation of a customer's bill with 80 percent accuracy is not acceptable). It is therefore appropriate and desirable that students gain some acquaintance with the concept.

6. **Essential skills do not have a grade level description.** To identify a skill as essential, it must meet pre–determined objective criteria. The designation of a grade level, which is an arbitrary norm–referenced measure, is not compatible with the use of objective criteria. Based on this concept, the criteria used for identifying essential skills in N–ABELS have no relationship whatsoever to grade levels, and it is therefore entirely inappropriate to associate a skill, or expectations of mastery of a skill, with a particular grade in school.

   Because the skills in N–ABELS are determined to be essential, it is desirable that students acquire them as soon as reasonably possible. However, it is educationally unsound to place the student in a frustrating testing situation, and wasteful of the student's and teacher's time, if there is no chance for success. Each test should therefore be given when it seems likely that the student can demonstrate mastery.

   The various skills in N–ABELS are drawn from several areas of the curriculum. Each defined skill, also called a learning goal, is separate from the others. Most students will find some of the skills more difficult than others, and students will be ready to demonstrate knowledge of a certain skill at different ages. Therefore, the entire N–ABELS battery should not be given to all students at the same time.

The skill tests in N–ABELS provide the format for easily checking to see if a student has mastered each skill or if further study of it is still necessary. Schools will find that some students will continue to work on some of the skills in N–ABELS through junior high and perhaps into senior high school. N–ABELS is intended to help students gain important skills and should never be used as a basis for either promotion or retention.

7. **An assessment of essential skills should provide information that is useful in planning instruction.** N–ABELS will help teachers identify areas of the curriculum in which a student needs further instruction and assistance. In addition, the precise descriptions of the goals to be mastered can help the teacher plan the content of the instructional program. By incorporating information gained from N–ABELS into the curriculum, the teacher should better meet the needs of all students in the school.

8. **A description of essential skills should provide a workable definition of literacy.** N–ABELS describes literacy as the ability to decode commonly used written symbols into the oral symbols (words) which are familiar; and, as the ability to encode sound patterns (speech) into written symbols which can be similarly decoded by someone else. This provides an objective definition which is helpful in determining that a student has acquired those skills needed by a person considered literate.

GENERAL DIRECTIONS FOR ADMINISTRATION OF N–ABELS

The Nebraska Assessment Battery of Essential Learning Skills (N–ABELS) is made available to all public and non–public schools in Nebraska as a service of the Nebraska State Department of Education. It is extremely important that school officials requesting to use N–ABELS (1) understand the purpose, uses, and limitations of N–ABELS, (2) allocate sufficient time for orientation of staff to N–ABELS, and (3) recognize that changes in curriculum may necessarily follow utilization of N–ABELS. Schools ordering N–ABELS materials for the first time should submit the Order Form and Statement of Agreement included in this Manual to the State Department of Education. (See page 77)

A. *Materials Needed to Administer N–ABELS*

To effectively administer N–ABELS, the school should have (1) a copy of the **N–ABELS Administrative Manual** available to **each** teacher and administrator using N–ABELS, (2) multiple copies of the **Parent–Student Handbook** to distribute to parents of students being assessed, and (3) copies of the N–ABELS assessment forms for student use. The forms may be reproduced locally from the N–ABELS Masters, or they may be purchased in quantity from the State Department of Education.

It is recommended that the school have cassette players and headsets available for assessing the Writing Skills, the Writing Skills Spelling Supplement, Math Skill 3 (Addition Facts), and Math Skill 4 (Multiplication Facts) which are available on cassette tapes.

The student must have access to a dictionary, encyclopedia, and card catalog to perform the Reference Skills in N–ABELS. Reference Skill 4 (Map Reading) requires that the student have a copy of the Official Highway Map of Nebraska available from the Nebraska Department of Roads, South Junction, U.S. Highway 77 and Nebraska Highway 2, Lincoln, Nebraska 68512.

B. *Ordering N–ABELS Materials*

The following N–ABELS materials may be purchased from the State Department of Education. Order forms should be sent to the State Department of Education, Section of School Management Services, Box 94987, 301 Centennial Mall South, Lincoln, Nebraska 68509. (See page 77)

1. **N–ABELS Administrative Manual.** This Manual, a copy of which you are presently reading, provides background information regarding N–ABELS, general instructions, sample exercises, order forms, etc. It should be read by every teacher and administrator responsible for any portion of the N–ABELS program.

2. **N–ABELS Parent–Student Handbook.** The Handbook provides parents and students with general information about N–ABELS along with sample exercises for each skill tested. It is recommended that the Parent–Student Handbook be distributed and explained to parents and students prior to the use of any part of N–ABELS with students.

3. **N–ABELS Master Forms.** A set of Master Test Forms plus cassette tapes for the skill tests is available to schools who submit an "N–ABELS Order Form and Statement of Agreement" to the State Department of Education. The test forms may be reproduced as needed by the school system.

4. **N–ABELS Test Form Tablets.** Test forms are also available in 50 copy tablets to eligible schools. Individual sheets may be torn off as needed.

C. *When to Administer N–ABELS*

The N–ABELS skill tests are goal oriented exercises that should be given when, in the best judgment of the teacher, the student seems ready to demonstrate mastery of the goal. **A skill test should never be knowingly given before a student has had a chance to learn the skill. Some** students will be ready to master **some** of the skill tests in fifth grade, and most students should be included in the N–ABELS program by the end of the seventh grade. Therefore, teachers should begin administering **some** of the tests in fifth grade to students who are ready. Others should be delayed until later. The testing and retesting necessary to determine skill attainment should continue as needed through the elementary and secondary school. If a student does not master a skill on the first attempt, retesting should **not** be scheduled until the student has had a reasonable opportunity to acquire the skill.

The skills in N–ABELS may be assessed at any time during the school year. Because of the differing levels of the skills, the entire battery should **not** be given at the same time. It is suggested that fifth grade teachers study the **N–ABELS Administrative Manual** and select those skills (learning goals) that one or more students may be ready for. Each teacher can determine the most suitable time to administer a particular skill test. It is generally beneficial to correlate N–ABELS with the curriculum in the school. (For example, the map reading skill test might be given in conjunction with an appropriate unit in social studies.)

Any N–ABELS test exercise may be given at any suitable time during the school day. The tests are very short and can be easily given to one or a few students while other students are involved in other classroom activities. To be most effective, N–ABELS should become an integral part of the instructional program.

D. *Preparation of Students for N–ABELS*

The teacher should describe N–ABELS to students prior to any actual testing. Students should be informed that the N–ABELS program is primarily for their benefit and that it helps them gain skills that will increase their success in school. Each N–ABELS learning goal and sample test should be shared with students sufficiently in advance of testing so that they can prepare for it. Students may use the sample tests for practice, and they should be encouraged to request help from anyone, and, when necessary, to request retesting when they feel they are ready. **The actual test forms are not to be used for student practice.** However, teachers are encouraged to teach the students the specific skill (learning goal) that is being tested.

E. *Procedure for Giving the Skill Tests*

It is recommended that N–ABELS be initiated gradually so that teachers can determine administrative techniques that seem most effective for a particular classroom setting and group of students. The classroom teacher should begin by selecting one or two skill tests from N–ABELS and administering them to one or more students.

The skill tests are designed to be given primarily on an individual basis when either the student or teacher feels that the skill has been mastered. It is recommended that the skill tests be given by the classroom teacher. However, it may be helpful if one person, such as a guidance counselor, is assigned to coordinate the N–ABELS program for a school building or a school system.

The teacher should read the directions for the skill test to the students, and should fully explain any directions that are unclear. The specific directions for each skill test are included with each sample test and with the test forms.

Although the N–ABELS skill tests are intended to be administered individually, some may be given to a small group or, in rare instances, to a classroom–sized group. Math Skill 1b (Writing Numerals), Math Skill 2 (Recognition of Decimals, Percentages, and Fractions), and Math Skill 5 (Addition, Subtraction, Multiplication, and Division) could be given to class–sized groups if all students seem to be close to mastery. The spelling test might be given to a class–sized group initially; however, individual testing is more desirable.

Math Skill 3 (Addition Facts) and Math Skill 4 (Multiplication Facts) are the only skill tests in the N–ABELS battery that are timed. These skill tests, too, could be given initially to large groups, but individual or small group testing is more desirable.

The writing and spelling tests should be given using individual headsets and tape players so that each student can stop, start, and replay the tape as needed. This also conveniently allows a student to take the skill test with little or no assistance from the teacher.

After the teacher has evaluated a skill test, the results should be reviewed with the student. Completed test forms should be placed in the individual student's cummulative folder for purposes of planning instruction or conferring with parents. Completed test forms should not be accessible to other students. Each student may keep a copy of the Student Progress Report Form. A duplicate copy of the form should be kept in the student's cumulative folder.

If a student has not demonstrated mastery of a particular skill, the teacher should suggest some learning activities that will help the student acquire the skill. If the student appears to have considerable difficulty with the skill, it would be beneficial for the teacher to plan a series of learning activities, perhaps over the course of several months, so that the student can work toward skill attainment at a comfortable pace.

F. *How to Determine Mastery Level*

In N–ABELS, mastery is defined as errorless performance. The directions for each skill test provide additional mastery criteria for the respective test. If after taking two forms of a test, it can be determined through questioning that the student actually does know the correct response for an error made, the teacher may use judgment in awarding mastery.

G. *Retesting of Students*

It is quite likely that some students will not demonstrate mastery the first time they attempt a particular test exercise. Retesting for the particular goal should take place when both student and teacher feel that the student has learned the skill and is ready to demonstrate mastery. The period of time before retesting will vary with individual students from a few days to several months or more. Because the retesting is dependent upon the student's acquisition of the skill, retesting cannot be set up on a pre–determined master schedule. Additionally, retesting only on an annual basis does not meet the needs of students and therefore is an improper use of N–ABELS. Rather, retesting should be incorporated into the instructional program in the same manner as initial testing.

H. *Use of N–ABELS Forms A, B, C, D*

The N–ABELS battery inciudes four different test forms for each of the twelve skills (learning goals). The forms are designated Form A, Form B, Form C, and Form D. For each skill, the four forms are different from each other but are equivalent in difficulty. If a student demonstrates mastery on one form of a skill test, the teacher should record mastery on his or her "Student Progress Report Form." It is not necessary or advisable to administer other forms of the same skill test to the student once mastery has been achieved. Because the skills have exceedingly high utility in schools, a student who demonstrates mastery should have many opportunities to practice the skill through regular classroom activities, and will therefore maintain competency in use of the skill, especially if all faculty members assume responsibility for assisting students in skill maintenance.

I. *Reproducing or Purchasing N–ABELS Test Forms in Quantity*

Prior to the initiation of N–ABELS, persons responsible for the testing should review the **N–ABELS Administrative Manual** and the actual test forms to determine which forms should be reproduced or purchased for initial testing. Schools may either purchase tablets of test forms at cost from the State Department of Education or reproduce test forms from a Master Copy. If the school chooses to reproduce its own, it would be advisable for the N–ABELS coordinator to make a list of the quantity needed. Since many students will demonstrate mastery after taking one or two forms of a particular skill test, it is not necessary to have large quantities of all forms of the same test.

J. *Orientation of Parents*

It is recommended that staff members explain the N–ABELS program to parents prior to initial testing. This may be in the form of meetings or conferences. **Parent–Student Handbooks** should be distributed to parents of students before students participate in any N–ABELS assessment. A cover letter is also helpful in introducing N–ABELS to parents.

K. *Use of N–ABELS with Special Students*

Because N–ABELS is designed to be used on an individualized basis, administrative modifications may be made to accommodate the special needs of a particular handicapping condition. With the exception of severely and profoundly handicapped youngsters, most handicapped students are presently involved in educational programs which are helping them develop the same skills included in the N–ABELS instrument. Although actual use of any of the skill tests might not occur until a handicapped student is considerably older, individual handicapped students can work toward the same goals. An N–ABELS skill test should not be administered to any student who clearly is not able to demonstrate mastery of the skill. School districts desiring aid in adapting N–ABELS for handicapped students are encouraged to contact either the State Schools for the Deaf and Visually Handicapped, or the State Department of Education, Section of Special Education.

L. *Local Modification of N–ABELS*

While there will be general agreement in most communities that each of the skills included in N–ABELS is essential, modifications may be made to meet the needs of differing localities. Any modification in the essential skill definition and domain must be made available to students, parents, and other interested persons so that students can work toward mastery of the designated skills. Schools wishing to design local tests equivalent to N–ABELS to meet school Approval Regulation 14–(12) should request a copy of "Competency Assessment Criteria" from the State Department of Education, Section of School Management Services.

M. *N–ABELS Student Progress Report Form*

Schools should use the "Student Progress Report Form" on page 14 to record student progress toward attainment of the skills in N–ABELS. Two forms may be provided for each student —— one of the forms should be maintained in each student's cumulative folder and the other may be kept by the student.

The "Student Progress Report Form" serves as a convenient chart for showing those skills the student has mastered and those which the student is still working toward. It also indicates that the school has made an effort to instruct the student in skills considered essential, and that at a particular point the skills were learned by the student.

N. *Use of N–ABELS in Secondary Schools*

Junior and Senior High School administrators will find that most of the procedures suggested for administration of N–ABELS are applicable for their schools. However, it is quite likely that some of the students entering junior high school will have previously demonstrated mastery of some of the skills and therefore will not need to retake a test of those skills.

Other secondary students, however, should be provided assistance and encouragement in gaining the N–ABELS skills. All secondary faculty members should feel competent and willing to administer the various skill tests, but it may be seen as more efficient to give such responsibility to staff members whose teaching assignment seems especially appropriate. For example, reference skill tests may be administered by social studies and science teachers, language arts teachers, or the librarian–media director, the math skill tests may be administered by math teachers, and the reading and writing skill tests may be administered by language arts or reading teachers.

STEPS FOR USING N–ABELS

1. Study the N–ABELS Administrative Manual.
2. Designate a school coordinator for N–ABELS.
3. Order or reproduce necessary copies of the Administrative Manual, Parent–Student Handbook, and Test Forms.
4. Conduct an orientation session for school faculty.
5. Provide an orientation for parents.
6. Explain N–ABELS to students. (by classroom teacher)
7. Administer one or more skill tests to students who seem ready to demonstrate mastery. (by classroom teacher)
8. Begin administration of other N–ABELS skill tests as students are ready.
9. Retest as necessary.

NEBRASKA–ASSESSMENT BATTERY OF ESSENTIAL LEARNING SKILLS

STUDENT PROGRESS REPORT FORM

Student Name _____ Parent's Name _____

Birthdate _____ Address _____

Class of:

1978
1979
1980
1981
1982
1983
1984
1985
1986
1987
1988
1989

Skill	Date Taken				Date of Mastery
	Form A	Form B	Form C	Form D	
Reading					
Writing					
Spelling					
Math 1					
Math 2					
Math 3					
Math 4					
Math 5					
Reference 1					
Reference 2					
Reference 3					
Reference 4					
N-ABEL Student – All Skills have been successfully mastered					

N–ABELS
Guidelines for Duplication of Test Forms

After submitting a Statement of Agreement and Order Form to the Nebraska Department of Education, school districts are free to duplicate any of the N–ABELS materials. The following outline will aid schools in determining which tests need to be duplicated in Forms A–D and the Sample Forms.

Essential Skills Tests		Copies Needed
1.	Reading Skill Test–Marking Copy	1 copy per student
2.	Reading Skill Test–Master Copy	1 copy per testor
3.	Writing Skills Test	None (use cassette and notebook paper)
4.	Writing Skill Test (Spelling Supplement)	None (use cassette and notebook paper)
5.	Math Skill 1 (a) (Reading Numerals)–Master Copy	1 copy per testor
7.	Math Skill 1 (b) (Writing Numerals)	None (use notebook paper)
8.	Math Skill 2–Recognition of Decimals, Percentages, and Fractions	1 copy per student
9.	Math Skill 3–Addition Facts (use cassette)	1 Answer Sheet per student
10.	Math Skill 4–Multiplication Facts (use cassette)	1 Answer Sheet per student
11.	Math Skill 5–Standard Operations	1 copy per student
12.	Reference Skill 1–Dictionary Usage	1 copy per student (Optional: use notebook paper)
13.	Reference Skill 2–Encyclopedia Usage	1 copy per student (Optional: use notebook paper)
14.	Reference Skill 3–Card Catalog Usage	1 copy per student (Optional: use notebook paper)
15.	Reference Skill 4–Map Usage	1 copy per student

N–ABELS SKILL TESTS

ESSENTIAL READING SKILL

Definitions and Directions

Skill Definition (Learning Goal)

The essential reading skill requires the student to demonstrate ability to translate printed symbols into speech by reading aloud a narrative selection of approximately 100 words constructed from the Nebraska–Assessment Battery of Essential Learning Skills 2000 Word Reading Vocabulary List.

Background Information Regarding the Reading Skill Definition

There are a number of theories for teaching children to read. According to some, the reading process involves both decoding of words and comprehension of written material. Others would limit a definition of reading simply to a mastery of the decoding process.

The reading skill test in the N–ABELS battery is an assessment of the decoding skill. Obviously comprehension is the purpose for reading; however, if a student cannot decode words (change printed symbols into speech), comprehension is impossible. Additionally, only the decoding aspect of reading meets the criteria established for determining skills to be included in N–ABELS. Comprehension cannot be described in the finite terms or bounded by the limited domain required for determining acceptable student performance in the N–ABELS .

A limited and measurable domain for assessing the decoding skill is provided by the 2000 Word N–ABELS Vocabulary list. If a student can immediately recognize the printed words in fluent spoken sentences, he or she has acquired a critical part of the reading process. At that point, if the student cannot understand what is read, the problem should be further investigated to determine what other type of instructional experiences are needed.

Getting meaning from the printed page involves a conceptual process related to a general ability to use language and to think.

> *If a reader can translate print into speech –– read it aloud as sentences with normal intonation patterns –– and still fails to grasp the idea or relate facts or infer or draw conclusions, then he has no reading problem; he has a thinking problem traceable to many possible sources, none of them concerned with printed words (Moffett, 1968).*

Comprehension requires knowledge of a whole array of thinking skills. Difficulty in comprehension may occur because material is of no interest to the student, is concerned with a totally unfamiliar subject, or is constructed in a complex form. Added experiences in new subject areas, through printed, verbal, and visual dimensions therefore would be of more benefit to the student than additional emphasis on word attack and phonics skills. If a student demonstrates mastery on the N–ABELS reading test, but in the judgment of the teacher has difficulty comprehending printed matter, instruction should be geared accordingly to expand the student's background of experience and knowledge.

Requirement for Mastery of the Reading Goal

Mastery requires errorless performance. However, if in the opinion of the tester an error is incidental, mastery may still be awarded. The suggested coding system for indicating errors is primarily for diagnostic purposes.

Directions for Administering the Reading Skill Test

1. The Reading Test must be administered individually.
2. Provide the student with the **Master Copy** of the Reading Skill Test just prior to the testing.
3. Read aloud the "Directions to the Student."
4. Allow the student to read the test selection silently.
5. Write the student's name and the date at the top of a Reading Skill Test **Marking Copy**.
6. Use the **Marking Copy** to mark any errors while the student reads orally. Refer to the Criteria for Evaluating Student's Performance of the Reading Skill on page 19 of the N–ABELS Administrative Manual. The following marking is suggested:

   a. (the)------ Circle any words that the student omits.

   b. ~~idea~~------ Draw a wavy line above a word to indicate a regression by the student.

   c. them
~~they~~------ Write any substitute words used by the student above the correct word.

   d. P
ache------ Place a P above a word to indicate that the teacher pronounced the word for the student.

   e. two
of ∧ the boys– Use a caret (∧) to indicate insertions. The syllable or word inserted should be written above the caret.

7. If the material is clearly too difficult for the student, stop the test. It is not good practice to embarrass or frustrate the student.
8. **If a student is able to make an immediate correction, do not count it as an error as long as fluency is maintained.**
9. After the test is completed, review the results with the student.
10. Place the Marking Copy in the student's folder. Record the results on the N–ABELS "Student Progress Record Form."

Criteria for Evaluating the Student's Performance of the Reading Skill

1. The oral reading should equal or exceed the student's normal speaking rate.

2. The kind of word linking that occurs in informal speech is acceptable as long as it is clear that the student has correctly decoded the words and phrases.

3. Allowance should be made for local speech patterns and dialect. The teacher should use judgment in deciding whether mispronunciation is of this type or is the result of inability to decode or recognize the word.

4. The student is expected to read the selection fluently within the mastery requirement established above. The key question is: Can the student decode the selection orally approximating his or her normal speaking rate and speech patterns?

READING SKILL TEST – MARKING COPY

Sample Form

Name _____ Date _____

Learning Goal: The essential reading skill requires the student to demonstrate ability to translate printed symbols into speech by reading aloud a narrative selection of approximately 100 words constructed from the Nebraska–Assessment Battery of Essential Learning Skills 2000 Word Reading Vocabulary List.

(The directions to the teacher are on page 18 in the N–ABELS Administrative Manual)

Directions to the Student (Read orally to the student):

Please read the following story silently. When you are ready, read it to me aloud. Read the story as though you were talking. You should pronounce all the words correctly.

Snakes are among the most interesting creatures on the earth. They belong to the reptile species and share many of the characteristics of other reptiles. The chief difference between snakes and other reptiles is that snakes don't have any legs. They move by contracting the muscles under the scales on their lower side.

Do snakes frighten you? Snakes move very quickly and they often surprise people who are walking through areas where snakes choose to live. Perhaps this is one of the reasons many people are afraid of snakes. Their homes are frequently in hidden places such as holes in the ground, among rocks, or in deserted buildings.

Check one: The student achieved the goal _____

Retesting will be necessary _____

READING SKILL TEST – MASTER COPY

Sample Form

Snakes are among the most interesting creatures on the earth. They belong to the reptile species and share many of the characteristics of other reptiles. The chief difference between snakes and other reptiles is that snakes don't have any legs. They move by contracting the muscles under the scales on their lower side.

Do snakes frighten you? Snakes move very quickly and they often surprise people who are walking through areas where snakes choose to live. Perhaps this is one of the reasons many people are afraid of snakes. Their homes are frequently in hidden places such as holes in the ground, among rocks, or in deserted buildings.

ESSENTIAL WRITING SKILLS

Definition and Directions

Skill Definition (Learning Goal): The essential writing skill requires the student to demonstrate the ability to write legibly, spell correctly, and punctuate appropriately from dictation a 100 word selection constructed from the Nebraska–Assessment Battery of Essential Learning Skills 1000 Word Writing Vocabulary (the first 1000 words of the 2000 word reading vocabulary list).

Background Information Regarding the Writing Skill Definition

The purpose of the writing test is to determine whether the student is able to encode the mechanical forms of the language including spelling, paragraph form, use of capital letters, use of punctuation, and legibility. It is expected that a student will have spelled correctly all of the words in the N–ABELS 1000 vocabulary at some time prior to the administration of this test. The test assesses a random sample of the entire 1000 word vocabulary list.

This test concentrates on the mechanical skills of written communication. This does not mean that a lesser value is placed on the student's ability to generate written language. Rather, it does recognize that the mechanical skills of written communication are essential for recording one's own thoughts and also that student generated writing cannot readily be measured by manageable objective criteria, as required for identification of essential skills included in the N–ABELS battery.

Requirement for Mastery of the Writing Goal

Errorless performance is required for mastery of the mechanics skills and spelling skills. Teacher judgment must be used to determine acceptable legibility. If in doubt, use the following criterion: "Can it be easily read by another person?"

Directions for Administering the Writing Skill Test

1. The writing skill test should be given individually.

2. The writing exercise is on cassette tape. Be sure the student knows how to operate the player (stop, rewind, and playback). Provide the student with lined paper and ask that the name, date and test form be written at the top.

3. The directions to the student are on the tape. The story is read through once at a speaking rate. Tell the student to listen to the complete story before starting to write.

4. The story is then dictated by phrases, but it is too fast to write. Tell the student to stop the tape at the end of any phrase. (The student is told when to begin a new paragraph.)

5. Tell the student to proofread the work and make any corrections. If numerous corrections have been made, the student may recopy the paragraphs on another paper.

6. After the test is completed, check the exercise using the Criteria on page 24 of the Administrative Manual. Review the results with the student.

7. Place the exercise in the student's folder. Record the results on the N–ABELS "Student Progress Record Form." (It may be helpful to staple a copy of the Writing Skill Test form to the student's paper.)

Criteria for Evaluating the Student's Performance of the Writing Skill

Look for the following when checking the writing test:

1. Mechanics

   a. Correct paragraph form must be used. Either indentation or block form is acceptable.

   b. Capital letters must be used correctly:

      1. At the beginning of each sentence,
      2. In forms of address,
      3. For names of days, months, people and places.

   c. The following punctuation must be used correctly:

      1. Period at the end of sentences and following abbreviations,
      2. Question mark,
      3. Apostrophe in contractions and possessives,
      4. Commas in series and dates.

2. Spelling — All the words must be spelled correctly.

3. Appearance

   a. Writing must be legible and easily read by another person. The writing should show:

      1. Clear distinction in size between capital and lower case letters,
      2. Consistency in letter size, slant, and form,
      3. Regular spacing.

      Note: Unique individual writing characteristics should not be discouraged unless legibility is noticeably affected. Legibility is the goal, not a standard writing form.

WRITING SKILL TEST

Sample Form

Name _____ Date _____

Learning Goal: The essential writing skill requires the student to demonstrate the ability to write legibly, spell correctly, and punctuate appropriately from dictation a 100 word selection constructed from the Nebraska–Assessment Battery of Essential Learning Skills 1000 Word Writing Vocabulary (the first 1000 words of the 2000 word reading vocabulary list).

(The directions to the teacher are on page 23 in the N–ABELS Administrative Manual)

Directions to the student: ***(Read orally to the student if the cassette tape is not used)***

Please put your name and today's date on the paper that has been given to you. Indicate that this is Form _____. (Pause) Some paragraphs will be read to you which you will then write from dictation. Please write them as carefully as you can. Pay careful attention to spelling, use of capital letters, and punctuation. Your handwriting must also be neat and easy to read. Take as much time as you need. You may replay any part of the tape as often as you like. When you are finished, proofread your work. You may recopy it if you wish. Before you start writing I am going to read the entire story. Please listen as I read. When the first reading is completed, I will read the story again very slowly. Then you may begin to write.

Can you imagine what it would be like to live on the desert? The air is usually dry and quite hot during the day. Very little rain falls at anytime during the year. Often the people who live on the desert don't experience rain for eight or nine months at a time.

Life is very different in the desert regions because there is so little rain. Differences can be observed in houses, clothes, and jobs. The weather causes the population to develop particular ways of living in many areas of the earth. Nowhere is this more true than in the desert regions.

Check one: The student achieved the goal _____

Retesting will be necessary _____

ESSENTIAL WRITING SKILLS – SPELLING SUPPLEMENT

Definitions and Directions

Skill Definition (Learning Goal): The essential spelling skill requires the student to spell correctly 20 words randomly selected from 250 of the more difficult words in the N–ABELS 1000 Word Writing Vocabulary.

Background Information Regarding the Spelling Definition

Students are expected to be able to spell correctly all of the words in the 1000 Word Writing Vocabulary. Spelling is tested as a part of the writing exercises; however, because the word sample is small, a supplemental spelling test is deemed necessary. The word list for the supplemental spelling test is randomly selected from 250 of the more difficult words in the 1000 Word Writing Vocabulary.

Requirement for Mastery of the Spelling Supplement Goal

All words must be spelled correctly.

Directions for Administering the Spelling Supplement

1. This test may be given individually or to a group of students if all the students in the group seem ready to demonstrate mastery.
2. The spelling exercise is on cassette tape. (It may be given orally if preferable.) Be sure the student knows how to operate the player (stop, rewind, and playback).
3. Provide the student with paper. Ask the student to write name, date, and test form on the top of the paper.
4. The directions are read to the student at the beginning of the tape. Each of the twenty words in the test is used in a sentence to assure clarity and proper usage. The student should write only the word, not the entire sentence. This is not a timed test. The student may repeat the tape as often as necessary.
5. After the exercise has been checked, review the results with the student.
6. Place the exercise in the student's folder. Record the results on the N–ABELS "Student Progress Record Form."

WRITING SKILLS TEST — SPELLING SUPPLEMENT

Sample Form

Name _____ Date _____

Learning Goal: The essential spelling skill requires the student to spell correctly 20 words randomly selected from 250 of the more difficult words in the N–ABELS 1000 Word Writing Vocabulary.

(The directions to the teacher are on page 26 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student if the cassette tape is not used)

Please put your name and today's date on the paper which has been given to you. Indicate that this is Form ____. (Pause) I am going to read 20 words to you. Each word will be read twice and will be used in a sentence. You may replay any part of the tape as often as you wish or you may ask me to repeat if you wish. Each word must be written clearly. Just write the word, not the whole sentence. If you want to rewrite a word, either erase it or draw a line through it and write it again. Please get ready to write.

Sample Test:

1. shoulder – He hurt his shoulder playing football.
2. until – Please wait until tomorrow.
3. caught – Jane caught a bad cold.
4. history – He studied history in college.
5. afternoon – I will meet you later this afternoon.
6. yellow – Yellow is a bright, cheerful color.
7. already – We are already late.
8. suppose – Do you suppose you can help us?
9. believe – I find that hard to believe.
10. measure – It is important to measure the ingredients carefully.
11. though – Even though he didn't like the food, he ate it.
12. beautiful – Did you see the beautiful sunrise this morning?
13. region – Tornadoes are common in this region.
14. government – She works for the government.
15. Christmas – Have you done your Christmas shopping?
16. either – The wheel wouldn't turn in either direction.
17. decide – I couldn't decide what to do.
18. once – They take a vacation once a year.
19. double – He asked for a double malt.
20. heavy – Lead is a very heavy metal.

Check one: The student achieved the goal _____

Retesting will be necessary _____

ESSENTIAL MATHEMATICS SKILLS

Definition and Directions

Skill Definition (Learning Goal): The essential math skills test requires the student to demonstrate the ability to read and write positive rational numbers correctly; to associate positive rational numbers using decimal, percentage, and fractional notation for halves, thirds, fourths, fifths,eighths, and tenths with pictorial representations of objects; to write the basic facts, sums, and products from a dictated tape; and to use the four standard operations of arithmetic for whole numbers and decimal fractions.

Background Information Regarding the Essential Mathematics Skill Definition

The forty–eight Mathematical Competencies and Skills Essential for Enlightened Citizens developed by the National Council of Teachers of Mathematics were used as a source for the math skills listed in N–ABELS. The NCTM competencies and skills, however, include the full range of mathematics knowledge deemed necessary for enlightened citizenship in life beyond the school. The skills included in the N–ABELS composite are only those which fit the general purposes of N–ABELS, that is, the skills which students must know to progress independently in school.

The math skill tests in N–ABELS focus particularly upon the idea of efficiency. To assure efficiency, the basic facts tests are timed. Additionally, an excessively slow rate in completing the items on the other tests would indicate that the student cannot use the skill efficiently. Teachers should use judgment in making this determination.

The subtraction and division inverses of the addition and multiplication facts are not tested because it is assumed that students will have been taught to make the transfer. This ability is checked on the operations portion of the test.

General Directions for Administering the Mathematics Skill Tests

1. Math Skill 1a (Reading Numerals) must be given individually. Math Skill 1b (Writing Numerals) may be given individually or in a group. Math Skill 2 (Decimals, Fractions, Percentages) may be given individually or to a group.

   Math Skills 3 and 4 (Addition and Multiplication Facts) are on tape. Each student taking either of these tests should have a tape player and headset.

   Math Skill 5 (Standard Operations of Addition, Subtraction, Multiplication, and Di–vision) may be given individually or to a group. **(Tests should be given to groups of students only if all students in the group are ready to demonstrate mastery of the par–ticular skill.)**

2. The teacher should read and explain all directions. Any verbal portions of particular items should also be read aloud and repeated as necessary. Care should be taken to avoid evaluating math skills partially on the basis of a student's ability to read.

3. Tape recordings are recommended and are available for the facts test. The tapes provide consistent timing and individual testing.

4. The answer key for the Math Skills is found on page 45 .

MATH SKILL 1 – READING AND WRITING NUMERALS

Skill Definition (Learning Goal): The essential mathematics skill 1 requires the student to read and write positive rational numerals through millions.

Requirements for Mastery of the Goal

All answers must be correct.

Directions for Administering Math Skill 1(a) (Reading Numerals)

1. Math Skill Test 1a must be individually administered.
2. Provide the student with the Master Copy of the Math Skill 1a. Read aloud the "Directions to the Student."
3. Write the student's name and the date at the top of the Math Skill 1a Marking Copy.
4. Ask the student to read the numbers. (Watch for the correct use of "and" in reading numbers. i.e. 413 – should be correctly read as four hundred thirteen, not as four hundred "and" thirteen.)
5. Listen while the student reads the numeral. Mark any errors on the Marking Copy.
6. After Math Skill 1a has been completed, review the results with the student. If the student masters Math Skill 1a, proceed with Math Skill 1b.

Directions for Administering Math Skill 1(b) (Writing Numerals)

1. Math Skill 1(b) may be given to individuals or to a group.
2. Provide the student with a blank paper.
3. Have the student write name, date, and test form at the top of the page.
4. Read aloud the "Directions to the Student." Dictate the numerals. The student must write the numerals as the teacher reads them.
5. After the exercise has been completed, check the exercise and review the results with the student.
6. Place the exercise in the student's folder. Record the results on the N–ABELS "Student Progress Record Form."

MATH SKILL 1(a) – READING NUMERALS – MARKING COPY

Sample Form

Name _____ Date _____

Learning Goal: The essential mathematics skill 1(a) requires the student to read positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Please study the following numerals.

When you are ready, read them to me aloud.

1.	21,000,478	4.	236.05
2.	732,006	5.	$17.09
3.	2,003,508	6.	31 15/27

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1(a) – READING NUMERALS – MASTER COPY

1. 21,000,478	4. 236.05
2. 732,006	5. $17.09
3. 2,003,508	6. 31 15/27

37

MATH SKILL 1(b) – WRITING NUMERALS

Sample Form

Name _____ Date _____

Learning Goal: The essential mathematics skill 1(b) requires the student to write positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student):

Please write the following numerals as I read them to you.

I will repeat the numeral if you ask.

1.	7,508,376	4.	39.82
2.	800,032	5.	$9.67
3.	3,005,167	6.	8 19/32

Note: The numerals should be read as follows:

1. Seven million, five hundred eight thousand, three hundred seventy–six
2. Eight hundred thousand, thirty–two
3. Three million, five thousand, one hundred sixty–seven
4. Thirty–nine and eighty–two hundredths
5. Nine dollars and sixty–seven cents
6. Eight and nineteen thirty–seconds

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 2 – RECOGNITION OF DECIMALS, PERCENTAGES, AND FRACTIONS

Skill Definition (Learning Goal): The essential mathematics skill 2 requires the student to associate a given positive rational number using decimal, percent, and fractional notations for halves, thirds, fourths, fifths, eighths, and tenths.

Requirements for Mastery of the Goal

All answers must be correct.

Directions for Administering Math Skill 2 (Decimals, Percentages, and Fractions)

1. Math Skill Test 2 is a written test. It may be administered to individual students or to a group.
2. Distribute the test form to students and have them put the name and date at the top.
3. Read aloud the "Directions to the Student."
4. After the test form has been completed and marked, review the student's own test form with the student.
5. Place the completed test form in the student's folder. Record the results on the N–ABELS "Student Progress Record Form."

MATH SKILL 2 – RECOGNITION OF DECIMALS, PERCENTAGES, AND FRACTIONS

Sample Form

Name _____ Date _____

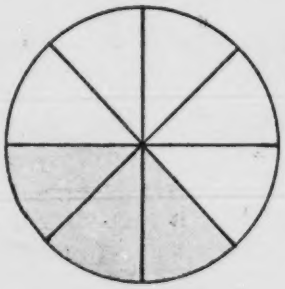
Learning Goal: The essential mathematics skill 2 requires the student to associate a given positive rational number using decimal, percent, and fractional notations for halves, thirds, fourths, fifths, eighths, and tenths.

(The directions to the teacher are on page 34 in the N–ABELS Administrative Manual)

Directions to the Student: (Read orally to the student.)

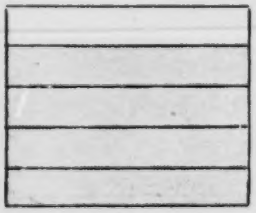
Study these figures.
Put x's beside the answers represented by the shaded portion.
Each item has several answers.

1.



__ a. .375	__ e. .3
__ b. 3/8	__ f. 37½%
__ c. 30%	__ g. 3 5/8
__ d. 3/4	__ h. 3.5

2.



__ a. 80%	__ e. .8
__ b. 4 5/10	__ f. .20
__ c. 8.0	__ g. 40 percent
__ d. 4/5	__ h. 5/1

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILLS 3 AND 4 – ADDITION AND MULTIPLICATION FACTS

Skill Definition (Learning Goal): The essential mathematics skills 3 and 4 require the student to know the basic facts for addition and multiplication.

Requirements for Mastery of the Goal

On Math Skills 3 and 4, one error is allowed on each test. (This margin of error is allowed because the tests are timed and errors may occur for reasons not related to mastery of the facts. Each fact combination is used twice (5 + 6 and 6 + 5), so one error will still indicate knowledge of the fact.)

Directions for Administering Math Skills 3 and 4 (Addition Facts and Multiplication Facts)

1. This test may be given individually or in small groups.
2. These tests are on separate cassette tapes. Both tests are taken in the same manner. Both tests are timed.
3. Be sure the student knows how to use the cassette tape player. Provide a comfortable testing arrangement that is conducive to concentration.
4. The directions to the student are at the beginning of the tape. Help to prepare the student by giving a general explanation of the directions before the tape begins.
5. Since these are timed tests, they may not be replayed. If necessary, remind the student that the test may be taken over until the skills are mastered. (The actual test tape should not be used for student practice.)
6. After the test has been completed and marked, discuss the results with the student.
7. Place the test form in the student's folder. Record the results on the N–ABELS "Stu–dent Progress Record Form."

MATH SKILLS 3 AND 4 – ADDITION AND MULTIPLICATION FACTS

Sample Forms

Learning Goal: The essential mathematics skills 3 and 4 require the student to know the basic facts for addition and multiplication.

(The directions to the teacher are on page 36 in the N–ABELS Administrative Manual)

Directions to the Student: (These directions are provided on the tape)

Please put your name and today's date on the answer sheet which has been given to you. Indicate that this is Form_____. (Pause) You will notice that there are eight rows of boxes on your answer sheet with 10 boxes in each row. I am going to give you ten addition (multiplication) facts in three second intervals. At the end of each row I will pause and tell you to go to the next row. This test is timed so you will not be permitted to replay any part of the test. Prepare yourself mentally to work quickly, but carefully. If you lose your place, wait and start at the beginning of the next row. Please get ready to write.

Math Skill 3: Addition Facts – Sample Tape Script

4 +2	2 +5	7 +7	5 +3	5 +8	3 +2	7 +9	3 +1	4 +4	1 +5
6 +2	8 +6	5 +9	6 +4	6 +3	5 +7	4 +3	7 +8	2 +9	5 +1
9 +9	1 +9	1 +7	5 +5	3 +4	4 +1	7 +3	8 +1	6 +8	4 +6
8 +2	3 +7	3 +6	1 +3	4 +5	3 +9	9 +6	2 +7	9 +8	2 +6
1 +8	5 +6	8 +5	4 +9	6 +5	8 +7	9 +3	9 +5	4 +7	9 +7
7 +1	5 +2	2 +2	9 +4	1 +4	4 +8	9 +2	6 +1	2 +4	8 +8
6 +6	5 +4	2 +8	7 +5	9 +1	7 +2	2 +3	3 +8	3 +3	8 +3
7 +6	1 +6	6 +7	6 +0	8 +9	6 +9	0 +2	7 +4	8 +4	3 +5

Math Skill 4: Multiplication Facts – Sample Tape Script

6 x6	3 x5	8 x7	6 x2	1 x9	6 x1	7 x4	9 x3	8 x8	9 x1
8 x5	2 x6	6 x9	2 x5	3 x7	6 x5	4 x7	4 x4	6 x3	9 x5
1 x6	8 x4	4 x1	6 x8	4 x6	8 x9	8 x3	4 x2	1 x5	5 x3
9 x6	3 x4	1 x4	3 x2	3 x8	0 x6	4 x5	7 x7	9 x2	5 x7
5 x9	6 x4	2 x4	5 x5	2 x3	3 x3	3 x6	7 x5	1 x8	7 x1
4 x9	5 x2	1 x3	8 x1	7 x6	7 x2	9 x4	8 x6	5 x1	2 x2
5 x0	4 x3	9 x8	1 x7	5 x8	5 x4	3 x9	4 x8	8 x2	6 x7
9 x9	2 x8	2 x7	5 x6	3 x1	7 x8	9 x7	7 x3	7 x9	2 x9

STUDENT ANSWER SHEET

Name _____

Date _____

MATH SKILL 3 or 4

(circle one)

Form Sample

1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 5 – STANDARD OPERATIONS OF ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

Skill Definition (Learning Goal): The essential mathematics skill 5 requires the student to use the standard operations of addition, subtraction, multiplication, and division for whole numbers and decimal fractions.

Requirements for Mastery of the Goal

All answers must be correct on Math Skill Test 5. Legibility and position of numerals are also important. If numerals are not properly written or if columns are irregular, the student should be informed of this and asked to take the test again.

Directions for Administering Math Skill 5 (Addition, Subtraction, Multiplication, Division)

1. Math Skill Test 5 is a written test and may be administered individually or to a group.
2. Distribute the test forms and have the students write the name and date on the heading of the paper.
3. Read aloud the "Directions to the Student." Remind the students to use commas in the appropriate places in the numerals.
4. When the student has completed the test, mark the completed test form and review it with the student.
5. Place the completed forms in each student's folder. Record the result on the N–ABELS "Student Progress Record Form."

MATH SKILL 5 – ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION

Sample Form

Name _____ Date _____

Learning Goal: The essential mathematics skill 5 requires the student to use the standard operations of addition, subtraction, multiplication, and division for whole numbers and decimal fractions.

(The directions to the teacher are on page 42 in the N–ABELS Administrative Manual)

Directions to the student:

Work the problems in the boxes below.

Write your answers on the lines.

1. 8,768 + 3,492 = _____
2. 3.79 + 14.9 + .18 + 90.8 = _____
3. 768 + 39.5 + 208.46 + .706 = _____

1.	2.	3.

4. 3007 – 572 = _____
5. 184 – 3.45 = _____
6. 3776.19 – 288.3 = _____

4.	5.	6.

7. 4,600 x 30 = _____

8. 5.8 x 45 = _____

9. 53.74 x 7.6 = _____

7.	8.	9.

10. 52,461 ÷ 603 = _____

11. 3.648 ÷ .76 = _____

12. 55.46 ÷ 5.9 = _____

10.	11.	12.

Check one: The student achieved the goal _____

Retesting will be necessary _____

ANSWER KEY TO SAMPLE MATH SKILL FORMS

MATH SKILL 1 (a)

The students should read the numerals as follows:

1. 21,000,478 – Twenty-one million, four hundred seventy-eight
2. 732,006 – Seven hundred thirty-two thousand, six
3. 2,003,508 – Two million, three thousand, five hundred eight
4. 236.05 – Two hundred thirty-six and five hundredths
5. $17.09 – Seventeen dollars and nine cents
6. 31 15/27 – Thirty-one and fifteen twenty-sevenths

MATH SKILL 1 (b)

The students should write the numerals as follows:

1. 7,508,376
2. 800,032
3. 3,005,167
4. 39.82
5. $9.67
6. 8 19/32

MATH SKILL 2

1. a., b., f.
2. a., d., e.

MATH SKILLS 3 and 4 (See page following)

MATH SKILL 5

1. 12,260
2. 109.67
3. 1,016.666
4. 2,435
5. 180.55
6. 3,487.89
7. 138,000
8. 261
9. 408.424
10. 87
11. 4.8
12. 9.4

MATH SKILL 3 Answer Key

Form – Sample

	6	7	14	8	13	5	16	4	8	6
1.				CUT OUT BOXES IN EACH ROW						
	8	14	14	10	9	12	7	15	11	6
2.										
	18	10	8	10	7	5	10	9	14	10
3.										
	10	10	9	4	9	12	15	9	17	8
4.										
	9	11	13	13	11	15	12	14	11	16
5.										
	8	7	4	13	5	12	11	7	6	16
6.										
	12	9	10	12	10	9	5	11	6	11
7.										
	13	7	13	6	17	15	2	11	12	8
8.										

MATH SKILL 4 Answer Key

Form – Sample

	36	15	56	12	9	6	28	27	64	9
1.				CUT OUT BOXES IN EACH ROW						
	40	12	54	10	21	30	28	16	18	45
2.										
	6	32	4	48	24	72	24	8	5	15
3.										
	54	12	4	6	24	0	20	49	18	35
4.										
	45	24	8	25	6	9	18	35	8	7
5.										
	36	10	3	8	42	14	36	48	5	4
6.										
	0	12	72	7	40	20	27	32	16	42
7.										
	81	16	14	30	3	56	63	21	63	18
8.										

ESSENTIAL REFERENCE SKILLS

Definition and Directions

Skill Definition (Learning Goal): The Essential Reference Skill tests require the student to demonstrate the ability to locate words in a dictionary, to locate topics in an encyclopedia and extend that search to cross–referenced items, to use the card catalog to find materials on a given topic, and to use the current Official Highway Map of Nebraska to locate places using cardinal directions, to identify physical and political features on a map, and to estimate the distance between locations using the map scale.

Background Information Regarding the Reference Skill Definition

The purpose for assessing the skills listed in this section is to demonstrate the student's ability to operationally use the reference tools cited. There is no effort to assess the ability to understand or analyze any material discovered in reference sources. The assessment of such higher level cognitive skills is beyond the scope intended in N–ABELS.

As much as possible, the tests for the reference skills involve a demonstration of the ability to efficiently locate information in the sources themselves. If the school library facilities are not adequate, the students should be taken to the nearest library facility to complete the test of library skills.

The ability to locate information in an efficient way is an important focus of these skill tests. The teacher should use judgment in assessing this factor. The quantification of efficiency is a difficult problem because the student's learning and operational styles affect the techniques developed for using reference sources. The criteria stated in the sections on mastery and evaluation should aid the teacher in making this judgment.

Reading does play a part in the items in this section. Although care has been taken to use as many words as possible which are in the N–ABELS 2000 vocabulary, the teacher should help the student decode any words which cause a problem.

REFERENCE SKILL 1 – DICTIONARY USAGE

Skill Definition (Learning Goal): The essential reference skill 1 requires the student to use alphabetical order to locate words in the dictionary.

Requirement for Mastery of the Goal

The student must locate the words with efficiency. If the student's lack of familiarity with alphabetical order and/or the organization of the dictionary hinders efficiency, mastery should not be awarded.

Directions for Administering the Test of Dictionary Usage

1. The dictionary usage test is in two parts. The first part requires the student to write the alphabet correctly. This may be given individually or in groups. The second part requires the student to look up two words in the dictionary. This part of the test must be given individually.

2. Distribute the test forms to students and have them write the name and date in the heading of the test paper.

3. Read aloud the "Directions to the Student."

4. After the students have completed the exercise on alphabetical order collect and check the test forms.

5. If the student writes the alphabet correctly, proceed to the second part of the Dictionary Usage Test. Provide a dictionary of at least high school level. Write the words the student is to look up on the student's form.

6. Ask the student to find the words and show them to you.

7. After the student's performance has been evaluated, discuss the results of the exercise with the student.

8. Place the exercise in the student's folder. Record the result on the N–ABELS "Student Progress Record Form."

REFERENCE SKILL 1 – DICTIONARY USAGE

Sample Form

Name _____ Date _____

Learning Goal: The essential reference skill 1 requires the student to use alphabetical order to locate words in the dictionary.

(The directions to the teacher are on page 50 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Write the alphabet in alphabetical order.

Bring it to me when you are finished.

Directions to the student: (Read orally to the student).

I am going to give you two words to look up in the dictionary.

Please find each word and show it to me.

Words used: 1. popular (sample word)

2. social (sample word)

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 2 – ENCYCLOPEDIA USAGE

Skill Definition (Learning Goal): The essential reference skill 2 requires the student to use alphabetical order to locate a topic in the encyclopedia and to locate a cross reference for the same topic.

Requirement for Mastery of the Goal

The student must locate the topic and a cross–reference with efficiency. If the student's lack of familiarity with alphabetical order and/or the organization of the encyclopedia hinders efficiency, mastery should not be awarded.

Directions for Administering the test of Encyclopedia Usage

1. This test should be given individually.
2. Distribute the test form and have the student write the name and date on the heading of the paper.
3. Read aloud the "Directions to the Student."
4. Ask the student to find information on a given topic in the encyclopedia and show it to you. (Make certain that the topic has a cross–reference.) Observe the student during the exercise. Repeat for the cross–reference.
5. Evaluate the student based on the criteria below.
6. Discuss the results of the exercise with the student.
7. Place the test form in the student's folder. Record the results on the N–ABELS "Student Progress Report Form."

Criteria for Evaluating the Student's Performance of the Skill

1. The student should be observed during the entire exercise to determine whether the performance is efficient.
2. If the student obviously lacks knowledge of this skill, write appropriate comments and make suggestions regarding how to acquire the skill.

REFERENCE SKILL 2 – ENCYCLOPEDIA USAGE

Sample Form

Name _____ Date _____

Learning Goal: The essential reference skill 2 requires the student to use alphabetical order to locate a topic in the encyclopedia and to locate a cross–reference for the same topic.

(The directions to the teacher are on page 52 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

I am going to give you a topic to look up in the encyclopedia. Please locate the topic and one cross–reference and show them to me.

Topic Used: Penguin (sample topic)

Cross–Reference: _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 3 – CARD CATALOG USAGE

Skill Definition (Learning Goal): The essential reference skill 3 requires the student to use the card catalog and classification system to locate material by subject entry in the media center.

Requirement for Mastery of the Goal

The student must locate and retrieve information with efficiency. If the student's lack of familiarity with the location and organization of materials in the library–media center hinders efficiency, mastery should not be awarded.

Directions for Administering the Card Catalog Test

1. This skill test should be given individually.
2. Have the student write the name and date in the heading of the test form.
3. Read aloud the "Directions to the Student. "
4. Write the subject entry on the student test form. Ask the student to locate two different media on the topic (book, filmstrip, record, tape, transparency, picture, etc.) and bring them to you. (Be certain that the topics and subjects used are appropriate for the school's collection.)
5. Observe the student during the exercise. Evaluate the student based on the criterion below.
6. Review the results of the test with the student.
7. Place the test form in the student's folder. Record the results on the N–ABELS "Stu–dent Progress Record Form."

Criteria for Evaluating the Student's Performance of the Skill

1. The student should be observed during the entire exercise to determine whether the performance is efficient.

REFERENCE SKILL 3 – CARD CATALOG USAGE

Sample Form

Name _____ Date _____

Learning Goal: The essential reference skill 3 requires the student to use the card catalog and classification system to locate material by subject entry in the media center.

(The directions to the teacher are on page 54 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

I am going to give you a subject entry to look up in the card catalog. Please use the card catalog to find two different types of material on the subject such as a book, filmstrip, record, tape, transparency, or picture.

Find the items and bring them to me.

Subject Used: Sailboat (sample subject)

Items Retrieved: 1. _____

2. _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 4 – MAP USAGE

Definition and Directions

Skill Definition (Learning Goal): The essential reference skill 4 requires the student to use the current Official Highway Map of Nebraska (prepared by the Department of Roads) to answer questions about cardinal directions, physical and political features and to estimate distance using the map scale.

Requirement for Mastery of the Goal

The student must answer all the questions correctly and must use the map to locate the information with efficiency. If the student's lack of familiarity with map skills hinders efficiency, mastery should not be awarded.

Directions for Administering the Test of Map Usage

1. This test may be given to students individually or in a group.
2. Give each student a test form and a currect Official Highway Map of Nebraska.
3. Have the students write the name and date in the heading of the test form.
4. Read aloud the "Directions to the Student."
5. Tell the students to use the map to answer the questions.
6. When a student has completed the exercise, correct it and review the results with the student.
7. Place the exercise in the student's folder. Record the results on the N–ABELS "Student Progress Record Form."

Criteria for Evaluating the Student's Performance of the Map Reading Skill

1. Each student should be observed during the entire exercise to determine whether the performance is efficient.
2. If the student obviously lacks knowledge of this skill, write appropriate comments and make suggestions regarding how to acquire the skill.

REFERENCE SKILL 4 – MAP USAGE

Sample Form

Name _____ Date _____

Learning Goal: The essential reference skill 4 requires the student to use the current Official Highway Map of Nebraska (prepared by the Department of Roads) to answer questions about cardinal directions, physical and political features and to estimate distance using the map scale.

(The directions to the teacher are on page 56 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Write your name and date in the blanks at the top of this form.

Please answer the following questions about this map of Nebraska. Study the map carefully before you answer.

1. The city of Kimball lies in Kimball County. What county is east of Kimball County? _____
2. If you were traveling from Lexington to Broken Bow, in which major direction would you go? _____
3. What body of water lies just north of Ogallala? _____
4. What are the map coordinates of the city of Scottsbluff? _____
5. What body of water is within map coordinates N–18? _____
6. What is the straight line distance between North Platte and Kearney? _____
7. What is the largest town located about 40 miles south of Lincoln? _____
8. What river runs near O'Neill? _____
9. What special interest area is about 35 miles north of Scottsbluff? _____
10. By traveling on highways State 2 and U.S. 83, what is the highway mileage between the towns of Hyannis and Stapleton? _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

ANSWER KEY TO SAMPLE REFERENCE SKILL FORMS

REFERENCE SKILL 4

1. Cheyenne
2. North
3. Lake McConaughy
4. G-4
5. Harlan County Reservoir
6. Accept answers in the 90-95 mile range
7. Beatrice
8. Elkhorn River
9. Agate Fossil Beds National Monument
10. 99 miles

N–ABELS VOCABULARY

Description of N–ABELS Vocabulary Lists

All of the tests in this battery which assess communication skills are constructed from a vocabulary list of 2000 words which was compiled during the course of the development of N–ABELS. The use of a standard vocabulary list for defining communication skills makes it possible to develop tests which assess the actual spelling and reading knowledge of a finite set of words. Once the decision was made to use a standard vocabulary, two questions arose concerning: (1) whether to use an existing list or to develop a new one, and (2) how many words to include in the list.

Hundreds of vocabulary studies have been conducted during this century. A number of lists have been compiled and used widely in constructing reading materials and spelling series for school children. One of the most popular sets of lists was developed by Edward Dolch, but because Dolch's spelling list of 2000 words was published in 1942, there is some question regarding the current level of utility of many of the words (Otto and Chester, 1972).

Two recent computer studies, the American Heritage and the Basic Elementary Reading Vocabularies, showed some promise of utility for N–ABELS. Both concentrate on materials written for children. The American Heritage Word Frequency list completed in 1971 was prepared to use as the basis for the new American Heritage School Dictionary (Carroll et al, 1971). It is based on 1,045 five hundred word samples (a total of more than 5 million running words) from a variety of text and trade materials for grades three through nine. Every unique symbol which appeared in the samples was included so that the list includes single letters, numerals, proper nouns, inflected forms, and formulas. The words are listed in rank order according to frequency of occurrence.

Basic Elementary Reading Vocabularies is also a computerized list of selected materials for children; however, it differs from the American Heritage list in several ways (Harris and Jacobson, 1972). The 4,500,000 running words of this list are the entire vocabularies of six basal reader series, and two series each in English, mathematics, science, and social studies. Three types of lists are provided: 1) core lists contain words which occur in a majority of the textual materials at each grade level; 2) additional lists contain words which occur less frequently at each level; and 3) technical lists of more difficult words from the subject areas of English, social science, science, and math. Inflected forms were not included except for first and second grade. The 7,613 words are arranged alphabetically by grade level so that frequency is impossible to determine.

Since none of the extant lists precisely fit the needs of N–ABELS, a computerized comparison was conducted based on the American Heritage list. The following lists were included in the study:

1. The American Heritage Word Frequency list through rank 3200.
2. All 7,613 words of the Basic Elementary Reading Vocabularies.
3. The first 1000 words of the Horn List. This study completed in 1926 resulted in a list of 10,000 words most commonly used in adult writing (Horn, 1926).
4. The Dolch Spelling List of 200 words. Dolch estimates that knowledge of these words enables the student to spell 95.38 percent of the words needed in school (Dolch, 1942).

5. The Dolch Basic Sight Vocabulary of 220 words. This list was included to see where the words fell on the American Heritage list.

6. The Fitzgerald 222 Spelling Demons. Fitzgeralds's data suggests that these 222 words account for 55 percent of the total errors in spelling made by children in second through sixth grade (Fitzgerald, 1951).

The lists were consolidated and the amount of agreement among the lists was computed.

The final list was determined using these criteria:

1. All numerals, most proper nouns, and formula were removed.

2. Inflected forms were retained on the following basis:

   a. Words which exhibit a change in sound of the root where an ending is added (does, says) were retained.
   b. Words whose plural or past tense can be confused with a synonym (passed—past, guessed—guest, acts—ax) were retained.

3. Words which occur more frequently in a derived form (feathers, frequently), were included as a root form.

4. Some proper nouns such as days of the week and months of the year were reinserted regardless of their frequency level.

5. Abbreviations for simple forms of address (Mr., Mrs.) were included.

6. The proper names of common holidays were inserted.

7. All contractions which occurred within the frequency level of the list were retained.

A copy of alphabetical and grade level lists immediately follows this discussion of the vocabulary lists. The grade level list shows the level at which the words are first introduced in elementary school text books. Children should not necessarily be expected to spell the words listed for each grade level.

A rank order list suitable for developing individualized spelling programs is available. Address requests for copies to **State Department of Education, Section of School Management Services, Box 94987, 301 Centennial Mall South, Lincoln, Nebraska 68509.**

N-ABELS 1000

Reading and Writing Vocabulary

Alphabetical List

a	attention	breakfast	close	different	everyone
able	average	breath	cloth	difficult	everything
about	away	bright	clothes	dinner	example
above	baby	bring	coal	direction	except
across	back	broke	coast	discover	exercise
act	bad	brother	coat	distance	expect
action	bag	brought	cold	divide	experience
add	ball	brown	color	do	experiment
addition	band	build	column	doctor	explain
afraid	bank	built	come	does	express
after	base	bus	common	doesn't	eye
afternoon	baseball	business	community	dog	face
again	basic	busy	company	don't	fact
against	be	but	compare	done	fair
age	bear	buy	complete	door	fall
ago	beat	by	compound	double	familiar
ahead	beautiful	cabin	consider	down	family
air	became	call	contain	Dr.	famous
alike	because	came	control	draw	far
alive	become	camp	cool	dress	farm
all	bed	can	copy	drink	farther
almost	been	can't	corn	drive	fast
alone	before	cannot	corner	drop	father
along	began	capital	correct	drove	fear
already	begin	captain	cost	dry	feed
also	behind	car	cotton	during	feel
although	being	care	could	dust	feet
always	believe	carry	couldn't	each	fell
am	below	case	count	early	felt
America	beside	cat	country	earth	few
among	best	catch	course	east	field
amount	better	cattle	cover	easy	fight
an	between	caught	cross	eat	figure
ancient	beyond	cause	crowd	edge	fill
and	big	cent	current	effect	final
angry	bird	center	cut	eight	find
animal	bit	century	dance	either	fine
another	black	certain	danger	electric	finger
answer	blood	chair	dark	electricity	finish
any	blow	chance	day	else	fire
anyone	blue	change	dead	empty	first
anything	board	check	deal	end	fish
apart	boat	chief	dear	energy	fit
appear	body	child	death	engine	five
are	book	children	decide	enjoy	flat
area	born	choose	deep	enough	flew
arm	both	Christmas	describe	entire	floor
army	bottom	church	desert	equal	fly
around	bought	circle	develop	even	follow
as	box	city	did	evening	food
ask	boy	class	didn't	ever	foot
at	bread	clean	die	every	for
ate	break	clear	difference	everybody	force

forest
form
forth
forward
found
four
free
fresh
friend
from
front
fruit
full
fun
further
future
game
garden
gas
gave
general
get
girl
give
glad
glass
go
gold
gone
good
got
government
grass
gray
great
green
grew
ground
group
grow
grown
guess
guide
gun
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hair
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happy
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hardly
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heat
heavy
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herself
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history
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hold
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horse
hot
hour
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huge
human
hundred
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idea
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imagine
important
in
inch
include
indeed
industry
information
inside
instead
interest
into
iron
is
island
isn't
it
it's
its
itself
job
join
jump
just
keep
kept
key
kind
king
kitchen
knew
know
knowledge
known
lady
laid
land
language
large
last
late
law
lay
lead
learn
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level
lie
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measure
meat
meet
member
men
met
metal
method
middle
might
milk
million
mind
mine
minute
miss
modern
moment
money
month
moon
more
morning
most
mother
motion
mountain
mouth
move
Mr.
Mrs.
much
music
must
my
myself
name
narrow
nation
natural
nature
near
necessary
neck
need
neither
never
new
news
next
nice
night
nine
no
noise
none
nor
north
northern
nose
not
note
nothing
notice
noun
now
number
object
ocean
of
off
office
often
oh
oil
old
on
once
one
only
onto
open
opposite
or
order
original
other
our
out
outside
over
own
oxygen
page
paid
pair
paper
paragraph
part
particular
party
pass
passed
past
path
pattern
pay
people
per
perhaps
period
person
phrase
pick
picture
piece
place
plain
plan
plane
plant
play
please
poem
point
poor
population
position
possible
power
practice
present
pressure
pretty
probably
problem
process
produce
product
proper
protect
proud
provide
public
pull
purpose
put
question
quick
quiet
quite
race

radio
rain
raise
ran
range
rate
rather
reach
read
ready
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reason
record
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remember
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second
section
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seem
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sentence
separate
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should
shoulder
show
shown
side
sight
sign
silver
similar
simple
since
sing
single
sister
sit
six
size
skin
sky
sleep
slow
small
snow
so
soft
soil
sold
solid
solution
solve
some
someone
something
son
song
soon
sort
sound
south
southern
space
speak
special
speech
speed
spend
spent
spoke
spot
spread
spring
square
stage
stand
star
start
state
statement
station
stay
steam
steel
step
stick
still
stone
stood
stop
store
story
straight
strange
stream
street
strength
string
strong
study
subject
such
sugar
summer
sun
supply
support
suppose
sure
surface
surprise
symbol
system
table
tail
take
taken
talk
tall
teacher
team
teeth
television
tell
temperature
ten
test
than
that
that's
the
their
them
themselves
then
there
there's
therefore
these
they
thick
thin
thing
think
third
this
those
though
thought
thousand
three
through
throughout
thus
till
time
tiny
to
today
together
told
tomorrow
too
took
top
total
touch
toward
town
trade
train
travel
tree
trip
trouble
truck
true
try
tube
turn
twelve
twenty
twice
two
type
under
understand
unit
United States
unless
until
up
upon
us
use
useful
usual
valley
value
variety
various
verb
very
village
visit
wagon
wait
walk
wall
want
war
warm
was
watch
water
way
we
we'll
we're
wear
weather
week
weight
well
went
were
west
wet
what
what's
wheel
when
where
whether
which
while
white
who
whole
whose
why
wide
wife
wild
will
wind
window
winter
wire
wish
with
within
without
woman
women
won
won't
wonder
wood
wooden
word
work
world
worth
would
wouldn't
write
written
wrong
wrote
yard
year
yellow
yes
yet
you
you'll
you're
young
your
yourself

N-ABELS 2000

Reading Vocabulary
(Second 1000 Words)

Alphabetical List

ability
aboard
accept
accident
account
accurate
acre
active
activity
acts
actual
adjective
adult
adventure
advice
affect
agree
aid
airplane
allow
aloud
alphabet
angle
announce
anybody
anyway
anywhere
apartment
appearance
apple
apply
appropriate
April
aren't
arithmetic
arrange
arrive
arrow
art
article
aside
asleep
atmosphere
atom
atomic
attach
attack
attempt
audience
August
author
automobile
autumn

available
avoid
awake
aware
background
backward
balance
balloon
banana
bar
bare
bark
barn
basis
basket
bat
battle
beach
bead
beam
bean
beauty
bee
begun
behavior
bell
belong
belt
bend
beneath
bent
bet
bicycle
bill
birth
birthday
bite
blank
blanket
blend
blew
blind
block
bone
boot
border
borrow
bottle
bound
bow
bowl
brain
branch

brass
brave
breathe
breeze
brick
bridge
brief
broad
brush
buffalo
burn
burst
bury
butter
button
cage
cake
calf
calm
camera
canal
candle
candy
canoe
cap
capture
carbon
card
cardboard
cart
cast
castle
cave
cell
central
chain
chamber
chapter
character
characteristic
charge
chart
cheese
chemical
chest
chicken
chocolate
choice
chose
chosen
circus
citizen
classroom

claw
clay
clever
climate
climb
clock
cloud
club
coach
code
coffee
collect
collection
college
colony
combination
combine
comfortable
command
communication
compass
complex
complicate
compose
composition
concern
condition
connect
consist
consonant
constant
construction
contest
continent
continue
contrast
conversation
cook
cookie
copper
couple
courage
court
cow
cowboy
crack
cream
create
creature
crew
crop
cry
culture

cup
curious
curve
custom
daily
damage
dangerous
darkness
data
date
daughter
dawn
December
deck
declare
deer
definite
definition
degree
depend
depth
description
design
desire
desk
destroy
detail
determine
development
device
diagram
diameter
dictionary
differ
dig
direct
dirt
dirty
discovery
discuss
discussion
disease
dish
distant
division
doll
dollar
donkey
dot
doubt
dozen
dragon
drawn

dream
drew
driven
duck
due
dug
dull
duty
eager
ear
earn
eastern
eaten
education
effective
effort
egg
element
elephant
eleven
enemy
engineer
enormous
enter
environment
equator
equipment
equivalent
escape
essential
establish
estimate
event
eventual
everywhere
evidence
exact
examine
excellent
exchange
excite
exclaim
exist
expensive
explanation
explore
expression
extend
extra
extreme
factor
factory
fallen

false
fashion
fat
favorite
feather
feature
February
fed
fellow
female
fence
fever
fierce
fifteen
fifth
fifty
film
fireplace
firm
fishermen
fix
flag
flame
flight
float
flood
flour
flow
flower
fog
folk
foolish
football
foreign
forget
forgot
forgotten
former
formula
fort
forty
fought
fourth
fox
fraction
frame
freedom
frequent
Friday
frog
frozen
fuel
fully
function
funny
fur
furniture

gain
garage
gasoline
gate
gather
gentle
ghost
giant
gift
glance
globe
goal
God
golden
good-by
goose
govern
grab
grade
gradual
grain
grandfather
grandmother
grant
graph
gravity
growth
guard
guessed
guest
habit
hadn't
halfway
hall
Halloween
hammer
handle
handsome
hang
harbor
haven't
hay
he'd
he'll
health
height
hello
helpful
herd
hero
hidden
hide
highway
hollow
honor
horn
hospital

hung
hunt
hurry
husband
hydrogen
identify
ill
image
imagination
importance
impossible
improve
income
increase
independent
indicate
individual
industrial
influence
inner
insect
instance
instant
instrument
interior
invention
item
jacket
January
jar
jet
journey
joy
judge
juice
July
June
jungle
kid
kill
knee
knife
label
labor
laboratory
lack
ladder
lake
lamp
laugh
laughter
layer
leaf
leather
lesson
library
lift

limit
Lincoln
lion
load
local
locate
location
log
lonely
loose
lose
loss
lovely
luck
lumber
lunch
lung
lying
machinery
mad
magic
magnet
mail
manage
manner
manufacture
March
marry
mass
master
mathematics
May
meal
meanwhile
medical
medicine
melt
memory
mental
mention
merely
message
mice
midnight
mighty
mile
military
mill
mineral
mirror
Miss
mission
mistake
mixture
model
molecule
Monday

[illegible]
mood
motor
mount
mouse
movie
Ms.
mud
muscle
musical
mysterious
nail
national
native
nearby
Nebraska
needle
negative
neighbor
neighborhood
nervous
nest
newspaper
nobody
nod
noon
normal
November
numeral
nut
o'clock
observe
obtain
occasion
occur
October
odd
offer
official
operation
opinion
opportunity
orange
orbit
ordinary
ore
organization
origin
otherwise
ought
ourselves
outer
outline
owl
owner
pack
package

pain
paint
palace
pale
pan
parallel
park
particle
passage
passenger
pasture
peace
pen
pencil
penny
percent
perfect
perform
personal
pet
physical
piano
pie
pig
pile
pilot
pine
pink
pioneer
pipe
pitch
planet
plastic
plate
pleasant
pleasure
plenty
plural
plus
pocket
poet
poetry
pole
police
policeman
political
pond
pony
pool
popular
porch
port
positive
post
pot
potato
pound

pour
powder
powerful
practical
prairie
precious
prepare
presence
president
press
prevent
previous
price
pride
prime
primitive
principal
principle
private
prize
production
program
progress
project
property
protection
prove
publish
pupil
pure
purple
push
quality
quarter
queen
rabbit
railroad
ranch
rang
raw
realize
rear
recall
receive
recent
recognize
refer
reflect
refuse
relationship
religious
remain
remarkable
remove
repeat
replace
reply
reptile
require
research
resource
respect
responsible
review
rhyme
rhythm
rice
rifle
roar
rocket
rocky
rod
roll
roof
rough
route
rub
ruler
rush
sad
saddle
safety
sail
sailor
sale
salmon
sang
satellite
satisfy
Saturday
save
scare
scatter
scene
scientist
score
screen
search
seas
secret
seed
seldom
select
selection
September
series
serious
serve
service
settle
settler
shade
shadow
shake
shallow
she's
shed
sheet
shelf
shell
shelter
shine
shirt
shoe
shoot
shop
shout
shut
sick
sigh
signal
silence
silent
silk
silly
sink
sir
situation
skill
slave
slept
slide
slight
slip
slope
smell
smile
smoke
smooth
snake
soap
social
society
solar
soldier
somebody
somehow
somewhat
somewhere
sorry
soup
source
species
specific
spell
spider
spin
spirit
spite
split
spoken
sport
standard
stare
steady
steep
stem
stiff
stock
stomach
storm
stove
stranger
straw
stretch
strike
strip
struck
structure
struggle
stuck
student
style
substance
success
sudden
suggest
suit
suitable
sum
Sunday
sunlight
sunshine
supper
surround
swam
sweet
swept
swim
swing
swung
syllable
tank
tape
task
taste
taught
tax
tea
teach
tear
telephone
telescope
tent
term
terrible
thank
thee
theory
they're
thirty
thou
thread
threw
throat
throw
thrown
thrust
thumb
Thursday
thy
tide
tie
tight
tin
tip
title
tobacco
toe
tone
tongue
tonight
topic
torn
toss
tough
tower
toy
trace
track
traffic
trail
transportation
trap
treat
treatment
tremendous
trial
triangle
tribe
trick
troop
tropical
trunk
truth
Tuesday
tune
typical
ugly
uncle
underline
understood
unhappy
unique
universe
unknown
unlike
unusual
upper
upward
vacation
Valentine
valuable
vapor
vast
vegetable
vertical
vessel
victory
view
visitor
volume
vote
voyage
warn
wash
waste
wave
weak
wealth
Wednesday
welcome
western
whale
whatever
wheat
whenever
whistle
whom
win
wing
wise
wolf
wonderful
wool
wore
worn
worry
worse
wound
wrapped
writer
yell
yesterday
you'd
you've
yours
youth
zero
zoo

N-ABELS 2000 WORD READING VOCABULARY

Listed by Grade Level of Textbooks in Which Words First Appear

Grade 1

a
about
after
again
airplane
all
along
am
an
and
animal
another
any
are
around
as
ask
at
away
baby
back
bag
ball
balloon
bark
barn
be
bear
bed
bee
before
began
behind
better
big
bird
birthday
black
blue
boat
book
box
boy
bring
brown
build
bus
but
by
cage
cake
call
came
can
can't
car
cat
catch
children
coat
cold
color
come
could
cow
cry
cut
dark
day
did
didn't
do
does
dog
don't
down
dress
drop
duck
eat
fall
far
farm
fast
fat
father
feet
fight
find
fire
first
fish
five
fly
food
for
found
four
fox
friend
from
fun
funny
game
gave
get
girl
give
go
gone
good
good-by
got
grass
green
guess
guessed
had
hair
hand
happy
hard
hardly
has
hat
have
he
head
hear
heard
hello
help
her
here
hill
him
his
hold
home
horse
house
how
hurry
I
I'll
ice
if
in
into
is
it
it's
its
jump
just
kind
know
last
laugh
leg
let
let's
letter
light
like
little
live
long
look
lost
made
make
man
many
may
May
maybe
me
men
met
miss
money
more
morning
mother
must
my
name
never
new
next
night
no
not
nothing
now
of
off
oh
old
on
one
or
other
our
out
over
own
paint
pan
party
penny
pet
picture
pig
play
please
pocket
pony
prize
put
rabbit
race
rain
ran
read
ready
red
ride
right
road
rocket
run
said
sang
sat
saw
say
says
school
see
seen
she
shoe
should
show
sing
sister
sit
sleep
so
some
something
soon
sound
stay
step
still
stop
store
story
street
sun
surprise
take

talk
tell
than
thank
that
the
their
them
then
there
these
they
thing
think
this
those
three
time
to
told
tomorrow
too
took
town
toy
train
tree
truck
try
two
under
up
us
very
wagon
walk
want
was
water
way
we
went
were
wet
what
when
where
which
white
who
why
will
window
wish
with
won't
word
work
would
yellow
yes
you
your
yours
zoo

Grade 2

able
above
across
act
acts
add
afraid
ago
ahead
air
almost
alone
also
always
angry
answer
anyone
anything
apartment
apple
arm
ate
bad
bank
bar
basket
beautiful
because
been
begin
believe
bell
belong
beside
best
between
bit
blew
block
blow
bone
boot
both
bottle
bottom
bought
bowl
branch
brave
break
breakfast
bridge
bright
brother
brought
burn
busy
butter
button
buy
calf
candle
cannot
card
care
carry
cart
caught
chair
chance
chicken
choose
circus
city
class
classroom
clean
clear
clever
climb
clock
close
cook
cookie
corn
corner
couldn't
count
country
cover
cowboy
cream
cross
cup
dance
dear
deep
deer
different
dig
dinner
dirty
dish
doctor
doll
dollar
done
door
dot
dragon
dream
drink
drive
dry
each
ear
early
earn
earth
easy
egg
eight
elephant
else
empty
end
enough
even
evening
ever
every
everyone
everything
eye
face
fair
family
feather
feed
feel
fell
felt
fence
few
field
fierce
fill
fine
finger
finish
fit
fix
flat
flew
float
floor
flower
follow
foot
forest
forgot
fourth
front
fruit
full
fully
garage
garden
gate
giant
glad
glass
gold
goose
grandfather
grandmother
gray
great
grew
ground
grow
gun
hall
handle
hang
happen
heavy
held
herself
hide
high
himself
hit
hole
hope
horn
hot
huge
hung
hungry
hunt
hurt
I'd
I'm
I've
idea
inside
instead
iron
isn't
jar
job
joy

keep
kept
kill
king
kitchen
knew
ladder
lake
land
large
late
lay
learn
leave
led
left
library
life
line
lion
listen
lot
loud
love
lovely
low
luck
lunch
magic
mail
mark
matter
mean
meaning
meet
might
mighty
mile
milk
mind
mine
minute
monkey
most
mountain
mouse
mouth
move
much
myself
near
nearby
neck
need
neighbor
nest
news
nice
noise
none
nose
note
number
oil
once
only
open
outside
owl
pair
paper
park
part
pass
passed
past
pay
pen
people
pick
pie
piece
pile
pink
place
plan
plant
point
policeman
pond
pool
poor
pretty
proud
pull
push
quick
quiet
quite
ranch
reach
real
remember
rest
return
ring
river
roar
rock
rode
roll
roof
room
rope
round
row
rub
sad
safe
same
sand
save
scare
sea
seas
seat
second
seed
seem
sell
send
sent
set
seven
shall
shape
shed
sheep
ship
shirt
shook
shop
short
shout
shut
side
sight
sign
silk
silly
silver
six
slide
slow
small
smell
smile
smoke
snow
soft
someone
son
song
sorry
soup
spoke
spot
spring
stand
star
stare
start
station
stick
stone
stood
straight
strange
stream
stretch
string
strong
such
sudden
suit
summer
supper
sure
swam
sweet
swim
table
tail
taken
tall
tape
teach
teacher
tear
teeth
telephone
ten
tent
that's
third
thought
threw
through
throw
thumb
tie
tiny
tip
today
together
tonight
top
toward
tower
track
traffic
trap
trick
trip
trouble
true
trunk
turn
twice
ugly
uncle
unhappy
until
use
visit
wait
wall
warm
wash
watch
wave
we'll
wear
week
well
wheel
while
whistle
wide
wife
win
wind
wing
winter
wise
without
wolf
wonder
wonderful
wood
world
write
wrong
wrote
yard
year
yell
yet
you'll
young
yourself

Grade 3

aboard
accident
adventure
afternoon
against
age
agree
alive
allow
already
although
among
anyway
anywhere
apart
appear
arithmetic
army
arrive
arrow
asleep
attack
attention
automobile
awake
backward
banana
band
bare
baseball
beach
bead
beam
bean
beat
beauty
became
become
begun
below
belt
bend
beneath
bent
beyond
bicycle
bite
blanket
board
body
born
borrow
bow
bread
breath
brick
broke
brush
buffalo
built
burst
business
cabin
calm
camera
camp
candy
cap
captain
case
castle
cattle
cause
cave
cent
center
certain
change
check
chest
chief
child
chosen
church
circle
cloth
cloud
club
coach
coffee
comfortable
common
company
complete
contest
continue
cool
copper
cost
courage
course
crack
crop
crowd
curious
current
danger
dangerous
darkness
daughter
dead
deal
decide
declare
desk
die
difference
difficult
direct
direction
dirt
discover
distance
divide
donkey
draw
drew
driven
drove
dug
during
dust
eager
east
edge
either
electric
electricity
eleven
enemy
engine
engineer
enjoy
enormous
enter
escape
everybody
exact
example
except
excite
exclaim
exercise
expect
experiment
explain
explore
extra
fact
familiar
famous
farther
favorite
fed
fellow
fifth
fifty
figure
final
fishermen
flag
flame
flour
folk
foolish
football
force
forget
forgotten
form
forth
forty
forward
frame
free
fresh
frog
fur
gas
gather
gentle
gift
golden
grab
grain
grant
group
grown
guard
half
halfway
hammer
handsome
harbor
hay
heart
heat
herd
hidden
history
honor
hospital
hour
hundred
husband
ill
imagine
important
impossible
inch
indeed
insect
interest
invention
island
jacket
jet
join
judge
jungle
key
knee
knife
lady
laid
lamp
language
laughter
lead
least
leather
length
less
lesson
lie
lift
list
load
log
loose
lose
lying
machine
mad
main
manage
manner
March
market
marry
master
match
meal
meant
measure
meat
medicine
melt
mention
message
metal
mice
middle
mill
million

mirror
mistake
model
moment
month
moon
motor
mud
music
nail
narrow
needle
neighborhood
neither
nine
nod
noon
north
notice
o'clock
ocean
offer
office
often
orange
order
ought
outline
owner
pack
package
page
paid
palace
pale
pasture
path
pencil
perfect
perhaps
person
piano
pilot
pine
pipe
pitch
plain
planet
plate
pleasant
plenty
plus
poem
pole
police
possible
pot
potato
pound
pour
power
powerful
practice
precious
prepare
present
press
probably
problem
proper
protect
prove
pure
purple
quarter
queen
question
radio
raise
rang
rather
realize
rear
reason
recognize
record
refuse
reply
report
respect
rice
rich
root
rose
rubber
rule
rush
saddle
safety
sail
sailor
sale
salt
scatter
science
scientist
screen
search
season
secret
sense
serious
serve
settle
several
shade
shadow
shake
share
sharp
sheet
shelf
shell
shine
shoot
shore
shot
shoulder
sick
sigh
signal
silence
silent
since
single
sir
size
skin
sky
slept
slip
smooth
sold
soldier
solve
somebody
sort
south
space
speak
special
speech
spend
spent
spider
spin
spirit
spread
square
state
steady
steam
steep
stem
stiff
stomach
storm
stove
straw
strike
strip
struck
struggle
stuck
study
sugar
suppose
surface
surround
swept
swing
swung
syllable
taste
taught
tea
team
telescope
television
terrible
test
themselves
thick
thin
thirty
though
thousand
thread
thrown
tight
till
tin
toe
tongue
torn
toss
touch
trade
trail
travel
treat
tribe
truth
tube
tune
twelve
twenty
understand
understood
unless
unusual
upon
upward
useful
usual
vacation
valley
vegetable
view
village
visitor
war
warn
waste
weak
weather
weight
welcome
west
whale
whether
whole
whose
wild
wire
woman
women
won
wore
worn
worry
worse
worth
wound
wrapped
written
yesterday
you're
you've

Grade 4

ability
accept
account
acre
action
actual
adult
advice
aid
alike
aloud
alphabet
amount
ancient
announce

anybody
area
aren't
arrange
art
article
aside
audience
author
autumn
aware
background
balance
base
basis
bat
battle
being
bet
blend
blind
blood
brain
brass
breathe
breeze
bury
canoe
capture
cardboard
cast
century
chain
character
charge
chart
cheese
chemical
chocolate
choice
chose
claw
clay
coast
code
collect
collection
colony
column
command
compare
complex
compound
concern
condition
consider
consonant
constant
contain
control
conversation
copy
correct
couple
court
creature
crew
curve
custom
date
dawn
death
deck
degree
depend
describe
desert
design
desire
destroy
develop
dictionary
discovery
disease
distant
doesn't
doubt
dozen
drawn
dull
duty
eaten
effect
effort
entire
equal
equator
equipment
event
everywhere
examine
excellent
exchange
expensive
experience
express
expression
factor
factory
fallen
fashion
fear
feature
female
fifteen
firm
flight
flood
flow
fog
foreign
former
fort
fought
freedom
frozen
furniture
further
future
general
ghost
glance
God
government
gradual
growth
guest
guide
habit
hadn't
haven't
he'd
he'll
he's
health
height
helpful
hero
highway
hollow
however
human
imagination
improve
increase
information
instant
instrument
itself
journey
juice
kid
known
label
laboratory
lack
law
leaf
level
liquid
limit
locate
lonely
loss
lumber
map
mass
material
medical
member
memory
merely
mixture
modern
mood
motion
mount
movie
muscle
mysterious
nation
national
native
natural
nature
necessary
nervous
newspaper
nobody
noun
nut
object
observe
odd
official
onto
opinion
opposite
orbit
ordinary
original
ourselves
outer
oxygen
pain
paragraph
particular
passenger
pattern
peace
perform
period
pioneer
plane
pleasure
poet
porch
port
position
post
practical
prairie
president
price
pride
private
program
property
provide
publish
pupil
purpose
railroad
raw
receive
regular
remain
remarkable
remove
repeat
replace
represent
research
result
rhyme
rifle
rise
rocky
rod
rough
route
ruler
satellite
satisfy
scale
scene
scientific
score
section
seldom
sentence
separate
service
settler
shallow
she's
shelter
shown
simple
sink

situation
skill
slight
slope
snake
soap
society
soil
solid
somehow
somewhere
southern
speed
spell
spite
split
spoken
sport
stage
statement
steel
stranger
strength
structure
student
style
subject
success
suggest
sunlight
sunshine
supply
support
symbol
tank
task
temperature
thee
there's
therefore
they're
throat
throughout
thrust
thus
thy
tide
total
tough
trial
troop
tropical
unit
unknown
unlike
upper
valuable
various
we're
wealth
western
whatever
what's
wheat
whenever
whom
within
wooden
wool
wouldn't
writer
you'd
youth

Grade 5

accurate
active
activity
addition
adjective
affect
apply
appropriate
atmosphere
attach
attempt
available
average
avoid
basic
behavior
border
bound
brief
broad
canal
capital
carbon
chamber
characteristic
citizen
climate
clothes
coal
combination
community
compass
compose
connect
consist
continent
cotton
culture
definition
depth
description
detail
determine
development
diagram
discuss
double
due
eastern
education
effective
energy
establish
eventual
exist
explanation
extend
extreme
false
fever
formula
frequent
fuel
gain
gasoline
globe
goal
govern
grade
gravity
hydrogen
identify
image
importance
include
independent
indicate
individual
industrial
influence
item
knowledge
labor
local
lung
machinery
magnet
manufacture
mathematics
meanwhile
method
midnight
military
mineral
mission
musical
negative
nor
normal
northern
numeral
occasion
occur
operation
organization
otherwise
parallel
passage
percent
physical
plastic
popular
pressure
prevent
principal
principle
process
produce
product
project
protection
public
quality
range
rate
recall
recent
region
religious
reptile
require
resource
rhythm
salmon
select
series
similar
slave
social
solution
stock
suitable
sum
system
tax
theory
title
topic
trace
treatment
tremendous
triangle
type
typical
universe
variety
vast
vessel
victory
volume
vote
voyage
zero

Grade 6

angle
appearance
atom
atomic
bill
birth
blank
cell
central
chapter
college
combine
communication
complicate
composition
construction
contrast
create
daily
damage
data
definite
device
diameter
differ
discussion
division
element
environment
equivalent
essential
estimate
evidence
film
fireplace
fraction
function
graph
income
industry

inner	origin	presence	selection	tone
instance	particle	previous	solar	transportation
interior	per	prime	somewhat	underline
layer	personal	primitive	source	unique
location	phrase	production	species	value
major	plural	progress	specific	vapor
mental	poetry	refer	standard	verb
molecule	political	reflect	substance	vertical
obtain	population	relationship	term	
opportunity	positive	responsible	[illegible]	
ore	powder	review	[illegible]co	

Undesignated

America	February	Lincoln	Nebraska	Thursday
April	Friday	Miss	November	Tuesday
August	Halloween	Monday	October	United States
Christmas	January	Mr.	Saturday	Valentine
December	July	Mrs.	September	Wednesday
Dr.	June	Ms.	Sunday	

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NEBRASKA – ASSESSMENT BATTERY OF ESSENTIAL LEARNING SKILLS

Statement of Agreement
(Must accompany initial Order Form)

In using N–ABELS, we agree to abide with the following conditions:

1) School Officials have carefully reviewed N–ABELS and understand the nature and purpose of this performance oriented test.

2) The school system agrees to make a continuing effort to assist all students in the test group to acquire each of the essential skills.

3) The testing and re–testing necessary to determine skill attainment will be provided on a continuing basis.

4) Testing will not be conducted below the fifth grade (ten–year–olds) and will include most students by the end of grade seven.

5) It is understood that these essential skills represent a minimum literacy level for independent learning. They will not be given a grade level designation nor will they be used as a basis for promotion or retention.

6) Test results are solely the property of the school; however, assistance needed for refining and validating this assessment battery will be made available to the Nebraska State Department of Education upon request.

7) The test forms provided will be used only for testing and will not be used as practice exercises.

8) The school system agrees to relinquish the N–ABELS materials if they are recalled by the Department of Education.

Signed,

School	Head Administrator
School Address	Date

Exceptions to this agreement may be negotiated with the Office of School Management Services, Nebraska State Department of Education, 301 Centennial Mall South, P.O. Box 94987, Lincoln, Nebraska 68509.